DOCUMENT RESUME

ED 415 496 CS 013 028

AUTHOR Bohlken, Bob
TITLE Developing Listening Competencies for Secondary School Graduates.
PUB DATE 1997-03-00
NOTE 8p.; Paper presented at the Annual Meeting of the International Listening Association (18th, Mobile, AL, March 12-15, 1997).
PUB TYPE Guides - Non-Classroom (055) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *High School Graduates; High Schools; *Listening; *Listening Comprehension; Listening Comprehension Tests; *Listening Skills; Skill Development
IDENTIFIERS International Listening Association

ABSTRACT

This paper is part of an ongoing attempt to establish listening competencies for secondary school graduates. The paper relates the specific competencies to the International Literacy Association's definition of listening (the process of receiving, constructing meaning from, and responding to spoken language and/or nonverbals) and the established types of listening (discriminative, comprehensive, therapeutic, and critical), including focus on skill, knowledge, or attitude. It lists 34 different competencies and the suggested number of applicable listening types. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 415 496

Developing Listening Competencies for Secondary School Graduates

Facilitated by
Bob Bohlken, Ph.D.
Professor of Communication
Northwest Missouri State University

ILA Conference
Mobile, AL
1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
B. Bohlken
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CS013028

BEST COPY AVAILABLE

Proposed ILA Secondary School
Graduate Competencies

This session is a continuation of an ongoing attempt to establish listening competencies for secondary school graduates. It originated at the SCA summer conference on assessment in Denver 1987. Morris Snively and I (Bob Bohlken) were assigned to develop listening competencies for secondary school graduates. As with many professional group projects, the incentive waned, but I have maintained an interest and have continued to review listening tests, state guidelines, and SCA recommendations. Four years ago I presented a list of 60 items which through the process forced choice was reduced to a list of 34.

At the same time that were gathering specific competency items, other ILA members were defining listening and establishing types of listening.

In accordance with the International Listening Association's definition of Listening - the process of receiving, constructing meaning from, and responding to spoken language and/or nonverbals, the students will acquire the knowledge and skills to listen

(1) discriminatively - distinguishing auditory and/or visual stimuli

(2) comprehensively - understanding the message

(3) therapeutically - empathetic relationship in regard to another's feelings or ideas

(4) critically - evaluation of the reasoning and evidence used in the message. *(Taken from Wolvin/Coakley Taxonomy as presented in "Teaching Listening Process" by Suzanne Dow [University of Maryland 1996])

In the ILA Summer Regional Conference on Listening Competencies 1995, all of the types were re-established except for descriminative listening. We have retained some specific competencies that we believe are important in listening comprehension but are open to review.

The purpose of this session is to relate the specific competencies to the ILA definition and the established types of listening, including focus on skill, knowledge or attitude. We also need to reduce specific competencies to a more workable number.

Below is listed 34 competencies and suggested number of applicable listening types.

Please be advised that your participation is voluntary and your responses to this questionnaire will remain confidential.

Please evaluate each item of listening competencies you believe necessary for high school graduation by checking the appropriate box:

(4) 1. Student will express his/her purpose for listening to a specific message and his/her perceived speaker's purpose.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 2. Student will express his/her perception of a specific speaker's 3 minute message in repeating 30% of the content words used in the message.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 3. Student will paraphrase a ten minute narrative (story) in a two minute abstraction following appropriate sequence of events established by the story teller.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(4) 4. Student will ask three higher order questions about a ten minute persuasive message.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(4) 5. Student will distinguish between real (i.e., 3 or "all") and pseudo (i.e., "some" "many") quantifiers, and between unqualified (it does or is) and qualified (if or could or would) in a five minute critical message.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 6. Student will demonstrate comprehension of figurative language by paraphrasing spoken metaphors, idioms, cliches, hyperboles with synonyms (i.e., She has three strikes against her.).

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(4) 7. Student will demonstrate distinction among facts, opinions, inferences and judgments by giving an example of each used in a five minute argumentative spoken message.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(3) 8. Student will demonstrate interpretation of paralanguage (audible nonverbal cues of voice inflection, speech rate, rhythm and intensity) by associating spoken statements with speaker's attitude (anger, fear, distress, joy, indifference).

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(4) 9. Student will demonstrate comprehension of the pro and con arguments in a 5 minute spoken critical message by repeating two elements of proof for each.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 10. Student will demonstrate comprehension of the 3 main ideas of a 7 minute orally presented expository message.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(4) 11. Student upon request will question the time, consistency, and relevancy of supporting evidence of a spoken quotation, statistics and/or examples in an argumentative message.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 12. Student will demonstrate comprehension of a spoken controversial message by expressing his/her view of the issues and reasons addressed.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(1) 13. The student will demonstrate an awareness of the listening process variables including selective perception and message abstraction.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(3) 14. The student will demonstrate a positive caring attitude toward active listening behavior by visual expression - eye behavior, facial expression, touch, body attitude.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(4) 15. The student will demonstrate open-mindedness by reporting evidence presented on both sides of an argument presented in a ten minute spoken argumentative message.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 16. The student will demonstrate understanding by reporting synthesis and evaluation of an orally presented argument.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(3) 17. The student will demonstrate empathetic listening through the responses of questioning, paraphrasing and mirroring (repeating) a personal, spoken message.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 18. Student will respond appropriately to spoken questions about a series of 7 words with at least one word which refers to concepts that are incongruent with the meaning of others.
(i.e., In the series or words, cow, horse, dog, spider, cat, pig, mouse, which words' referent is in a different category?)

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 19. Student will respond appropriately to spoken questions about the main points of a ten minute spoken explanation.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(4) 20. Student will recall sources of at least 2 pieces of evidence (testimony or quoted material) used in a five minute persuasive message.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(1) 21. Student will respond appropriately to listening to a series of five numbers and the association of those numbers in addition and subtraction functions. (In the series of numbers 7 5 6 3 2, subtract the last number from the sum of the first two.)

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(1) 22. Student will demonstrate "attending" by eye contact, eye reference, head movement and facial expression during a ten minute message.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(1) 23. Student will demonstrate the distinction in the speaker's pronunciation of singular and plural concepts created by "s" and the distinction of ch and sh, b and p, k and g, v and f, th and f.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 24. Student will appropriately perform 5 consecutive spoken directions given in at least a five word sentences containing action verbs and prepositions. (i.e., "Walk to the front of the room," "Turn to the class and laugh," "Turn to the chalkboard," "Pick up chalk," "Write cow.")

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 25. Student will ask three purposeful and clarifying questions about a ten minute expository message.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(1) 26. Student will distinguish between spoken statements in the indicative and subjunctive moods, i.e. "is" vs. "may be" or "could be."

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 27. Student will describe the story line of a five minute orally presented narrative.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(1) 28. Student will demonstrate recognition of verb tenses in an expository spoken message.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 29. Student will demonstrate verbal interpretation by responding to questions about a series of 5 words differing in semantic category (i.e., "cow, mice, rat, dogs, cat" Which concepts are plural?).

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 30. Student will paraphrase five minute explanation (expository speaking) following the sequence order (space, time, cause/effect, etc.) established by the speaker.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 31. Student will demonstrate comprehension of multi meaning words in a particular verbal context (i.e., "The runner is fast." "The color is fast.").

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(1) 32. Student will distinguish between literal and figurative analogies (comparisons). (i.e., "the baseball player swings like Micky Mantle." "The baseball player swings like a rusty gate.")

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 33. Student will respond appropriately to five questions asked about a five minute expository message presented orally.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important

(2) 34. Student will demonstrate comprehension of a narrative message by relating the main idea to an experience in his/her life.

☐ essential ☐ very important ☐ important ☐ somewhat important ☐ not important